

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains related studies, definition of idiom, form of idiom, the function of idiom, the important of learning idiom for English student, song, the benefit of learning idiom through song, the different between learning idiom through song and textbook, and the biography of Christina Perri.

A. Related Studies

Actually this is not the first analyses about idioms in English. But it does not mean that the researcher only plagiarizes the previous study. To prove the originality of the study the researcher shows the related studies.

The study of idioms had been conducted by Abdah (2012) from the State Islamic College (STAIN) of Palangka Raya. In her study, The study only investigated the form, meaning, speech function types of the idiom as phrasal verb. She has found 77 Idioms as phrasal verb in the *Real Steel* movie. She also found three types of speech function which are; *referential*, *directive*, and *expressive*. There are some idioms which have same meaning and form but have different speech function.. The most frequently speech function type of idiom used in *Real Steel* movie is *referential*; it is because most of the idioms are uttered to provide the information. Then the most rarely used is the type of *expressive*.¹

¹ Abdah, *Idiom Used In Real Steel Movie*, Thesis, State Islamic Institute Of Palangka Raya, 2013

The differences between the present study with Abdah's study, her study subject is *real steel*'s movie, meanwhile in this study used a *human* song in *head of heart* album of Christina Perri' song. Her study problem are looking for the form, meaning and speech function of idioms in *real steel*'s movie, whereas in this study tries to determine the forms of idiomatic, meaning, and the fuction used in *human* song in head of heart album. Abdah investigated idiom as phrasal verbs, and in this study investigated all of kind of .

The study of idiom has also conducted by I Gede Mahadewa Wahyu Dana Pramixa. In his study, he has found types of idiom, meaning, and types of meaning were implemented in transferring the idioms and their meanings in the Beatles song's lyric. He has found three types of idiom, meaning, and types of meaning, they are phrasal verb, prepositional verb, and partial idiom. One of the words has its usual meaning while the other has a meaning that is intended to particular sequence. has a partial meaning that is still as incomplete idiom after it is followed by the phrase of "I have changed my mind" that provides a meaning to a specific condition.²

There are some defferences between the present study with I Gede Mahadewa Wahyu Dana Pramixa. His study subject is in the Beatles songs' lyric. Meanwhile in this study is *human* song in the head of heart album in Christina Perri' song. I Gede Mahadewa Wahyu Dana Pramixa investigated

² I Gede Mahadewa Wahyu Dana Pramixa, *Idioms And Their Meaning In Beatles Song's Lyrics*, Jurusan Sastra Inggris Fakultas Sastra Unud

about types of idiom as phrasal verb, prepositional verb, and partial idiom. In this study, it tried to describe all of idiom in Christina Perri' song.

B. Definition of idiom

An idiom can be defined as a group of words strung together to assume a specific meaning different from the meaning of each individual word. Such an idiomatic meaning can normally be expressed through other means, but it is usually not done so with equal force and vividness.³

Idiom is the expression that can not be translated word for word by the basic meaning of words in a expression.⁴ Idioms are certain words are always followed by a preposition. And in general this idiom was not formed according to the grammar (grammar), and each idiom has its own meaning and purpose..⁵

For example:

*A priori, abandon oneself to something, abase oneself, able to, abound in, about average, about time, about to, above all.*⁶

From the definitions above it can be concluded that an idiomatic expression or an idiom is an expression (i.e. term or phrase) whose meaning can not be deduced from the literal definition and the arrangement of its parts. An idiom can be in the form of phrase, clause or sentence. In addition, the source and the target cultures have a great influence on the comprehensibility

³ Tan Cheng Lim, *Advanced English Idiom For Effective Communication*, , preface.

⁴ Hedin Manurung, *Special English Idiom (Phrasal Verb & Merged Verb)*, , 2006, P.1

⁵ Windy Novia, *Essential English Grammar Complete Edition Dilengkapi Regular & Irregular, Tenses, English Synonyms & Antonyms, General Knowledge*, Wipress, 2009, P.134

⁶ Tan Cheng Lim, *Advanced English Idiom For Effective Communication*, P.1

as well as the translatability of idioms. Hence, better understanding and using idioms needs both knowing their historical background and familiarity with both the source and the target cultures, and having a clear idea about their different situational context.

1. Forms of Idiom

In this study, it limited to discuss idiom, so this study tries to find out the theories of idiom as many as possible.

Tan Cheng Lim purposes English idioms takes different forms and are unclear in meaning on the surface structure, generally speaking, they consist of the following six types:

- a. Phrasal verb
- b. Prepositional phrases
- c. Idioms with verb as keywords
- d. Idioms with nouns as keywords
- e. Idioms with adjectives as keywords
- f. Idiomatic pairs⁷

Based on the explanation above and the library study process, he synthesizes that there is no exact structure or syntax of English idiom. So it combined the two statements above to analyze idioms which found on the lyric. In the result, there are 6 (six) forms of idioms which analyzed. Here are the further explanation:

⁷*Ibid*, preface

a) Phrasal Verb

Tan Cheng Lim mentioned “A phrasal verb is a combination of a verb and preposition, a verb and an adverb, or a verb with both an adverb and a preposition (example. look out, find out, or get up). When these adverbial particles are used independently, they have literal meanings signifying location or direction (example. out, in, up, down, on, off). However, in phrasal verbs they are commonly used with less literal meanings..”⁸

A preposition **takes an object**. If there is a noun following the term, it usually indicates the term is a preposition, not an adverb (but see the “Tricky Cases” section below).

Examples:

- He ran **down** the stairs.
- Maria looked **out** the window.
- They talked **in** circles and couldn’t reach a decision.

An adverb **doesn’t take an object** (but see the “Tricky Cases” section below). Adverbs such as these usually appear at the end of the clause or sentence.

Examples:

- She sat **down**.
- We’re going **out** at 7:00 tonight.
- When you arrive at the hotel, make sure you **check in**.

⁸ *Ibid*, preface

Tricky Cases

What happens when a word appears to have an object, and therefore looks like a preposition, but is actually functioning as an adverb? Cases like this include **phrasal verbs**. In these cases, the adverb is defining or describing the verb, not the object.

Examples:

- He looked **up** her number. (*up* = adverb)
- The class president called **off** the meeting. (*off* = adverb)
- You should check the schedule **out**. (*out* = adverb)

According to the *Chicago Manual of Style*, a good test for determining whether the term before an object is an adverb is to detach the term + object and see if it makes sense. They give the example “I looked up his biography”. Detaching “up his biography” doesn’t make sense, and therefore “up” is an **adverb** in this case.

However, what about other **verb expressions** like “push down” (that our customer asked about)? You can say “push down the switch” or “push the switch down”. Is “down” defining the verb “push”, or is it part of the prepositional phrase “down the switch”? Does *Chicago’s* test help us here? Is “down the stairs” in the sentence “He ran down the stairs”, which is clearly a preposition, similar to “down the switch” in the sentence “He pushed down the switch”, and therefore also a preposition?

We can turn to *Merriam-Webster's Collegiate Dictionary* for help with these expressions. Under the **adverb** entry for “down”, they give the following examples:

- They set the cake **down** on the table.
- Lay **down** your book for a minute.

Clearly, *Merriam-Webster's* classifies the terms in these types of verb expressions as **adverbs**, not prepositions. I must admit, I'm still a bit puzzled by cases like this. Can we say that the rule is that if you're able to move the object, it is always an adverb (as in *turn on the light* / *turn the light on*)? Do you agree that the last two bullet examples are adverbs, not prepositions? I'll accept it, but I'm not 100% convinced. I don't see a whole lot of difference between *go down the stairs* (preposition) and *lay down your book* (adverb).⁹

There is another kind of exocentric compound noun involving a verb and an adverb or preposition, illustrated by *write-off*, *call-up*, *take-over* and *breakdown*. Usually these can be related to phrasal verbs, such as in *they wrote those debts off* and *He was called up for military service*. However, compounds do not exist corresponding to every phrasal verb; for example, I have never encountered the hypothetical nouns 'give-up' 'surrender' or 'put-off' 'postponement'.¹⁰

⁹Tanya Trusler, Grammar, (online) URL: (<http://blog.esllibrary.com/2013/05/09/preposition-or-adverb/>), accessed on November 27th, 2015

¹⁰Andrew Carstairs-McCarthy, *An Introduction to English Morphology*, Edinburgh University Press Ltd, 2002, P.110

Some particles can be separated from the verb so that a noun or pronoun can be inserted, and some particles can't be separated from the verb.¹¹ Phrasal verb can consist of obligatory verb followed by an optional noun phrase and then any number of prepositional phrases.¹²

Phrasal verb consist of verb, In English, a verb lexeme has at most five distinct forms, as illustrated here:

a. Third person singular present tense: (*gives*)

Example. *Mary gives a lecture every year.*

b. past tense : (*gave*)

Example. *Mary gave a lecture last week.*

c. Progressive participle: (*giving*)

Example. *Mary is giving a lecture today.*

d. Perfect or passive participle: (*given*)

Examples. *Mary has given a lecture today.*

The lecture is always given by Mary.

e. Basic form (used everywhere else): (*give*)

Examples. *Mary may give a lecture.*

Mary wants to give a lecture.

*Mary and John give a lecture every year.*¹³

Verb can get prefixes and suffixes. In these tree diagrams, an italicised item is the head of the smallest constituent that contains it,

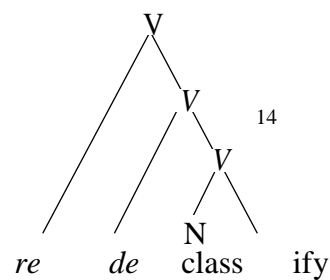
¹¹ Allen Brizee, *Overview Of Two-Part (Phrasal) Verbs (Idioms)*, (online). URL: <https://owl.english.purdue.edu/owl/resource/630/01/> , Accessed on May 9th, 2015

¹²Iwan Fauzi, *A Preliminary understanding of English Syntax*, Palangkaraya, 2012,, P.27

¹³ Andrew Carstairs-McCarthy, *An Introduction to English Morphology*, P..39

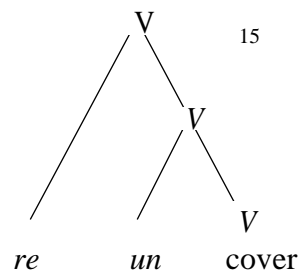
e.g. the prefix *re-*, is the head of *reclass*, the prefix *de-*, is the head of *redeclass*, and suffix *-ify* is the head of *redeclassify*.

Diagram 1.1



In these tree diagrams, an italicised item is the head of the smallest constituent that contains it, e.g. the prefix *re-*, is the head of *recover*, the prefix *un-*, is the head of *reuncover*.

Diagram 1.2



Such phrasal verb are the main way new verb enter English language. They usually begin in casual speech where they become part of our everyday vocabulary and eventually become recognized as acceptable standard usage.

The example of phrasal verbs as idioms are:

(1). *Break down* means *stopped working*.¹⁶

¹⁴*Ibid*, P.7

¹⁵*Ibid*, P.132

(2). *Grow up* means *becoming adults*.

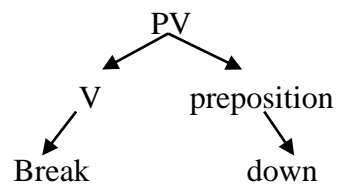
(3). *Look out* means *a warning*.

Most of the adverb in phrasal verb are related to preposition, so they are known as prepositional adverb. The example of prepositional adverb which form of phrasal verb are: about, around, on, up, in, over, etcetera. Example of root analysis:

Diagram 1.3 example of analysis

(1) Break down

a. Form



Break down is form by a verb and preposition. So, it belongs to a form of phrasal verb.

a. Meaning

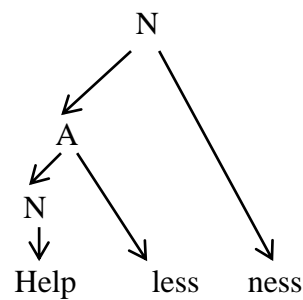
Break down has several meanings: (1) force a door to open, stop working, suffer poor health, lose control of one's emotions,¹⁷

The analyze of idiom analyzed by using root analyzes in order to find the structure of the idiom. Based on Andrew Carstairs-McCarthy.

Diagram 1.4

¹⁶ Tan Cheng Lim, *Advanced English Idiom For Effective Communication*, P..60

¹⁷ *Ibid*, P.60



(The term ‘tree diagram’ is odd, because the ‘branches’ point downward, more like roots than brances! However, this topsy-turvy usage has become well establised in linguistic discussion).¹⁸

b) Prepositional Phrase

Another major phrasal category is prepositional phrase(PP). PPs like those in the example from seoul, in the box, in the hotel, into the soup, wth John and his dog, under the table, generally consist of a preposition + an noun phrase(NP).¹⁹

The example of Prepositional Phrase as idioms are:

- (1). *In a nutshell* means *in a few word*²⁰
- (2). *In a dream* means *in a state of mind in which one does not pay attention to the real world*²¹
- (3). *For my part* means *as far as i am concerned*.²²

c) Idioms with verb as keywords

¹⁸ Andrew Carstairs-McCarthy, *An Introduction to English Morphology*, P.74

¹⁹ Iwan Fauzi, *A Preliminary understanding of English Syntax* P.31

²⁰ Tan Cheng Lim, Tan Cheng Lim, *Advanced English Idiom For Effective Communication*, P.258

²¹ *Ibid*, P. 257

²² *Ibid*, P. 178

for example:

- (1). *Come in handy* means *prove to be useful*
- (2). *Fight shy of* means *avoid*.
- (3). *Leave no stone unturned* means *use every possible means*.

d) Idioms with noun as keyword

for example:

- (1). *Child's play* means *something very easy to do*.
- (2). *A blessing disguise* means *something that turns out to be fortunate and advantageous after seeming to be the opposite at first*.
- (3). *Food for thought* means *something to think about*.

e) Idioms with adjectives as keyword

for example:

- (1). *Cold comfort* means *no comfort or consolation at all*.
- (2). *Wishful thinking* means *believing that something is true or that something will happen just because one wishes that it were true or would happen*.
- 3). *Plan sailing* means *an easy course*.

f) Idiomatic pairs

for example:

- (1). *Safe and sound* means *safe and whole or healthy*.
- (2). *Do or die* means *to do something or die trying*.

(3). *Sink or swim means to fall or succeed.*²³

2. The speech function of idiom

There are a number of ways of categorizing the functions of speech.

The following list has proved a useful on sociolinguistic research.²⁴

1. **Expressive** utterances express the speaker's feeling, e. g. *I'm feeling great today.*
2. **Directive** utterances attempt to get someone to do something, e.g. *Clear the table.*
3. **Referential** utterances provide information, e. g. *At the third stroke it will be three o'clock precisely.*
4. **Metalinguistic** utterances comment on language itself.
5. **Poetic** utterances focus on aesthetic features of language, e. g. a poem, an ear-catching motto, a rhyme: *Peter Piper picked a peck of pickled peppers.*
6. **Phatic** utterances express solidarity and empathy with others, e.g. *Hi, how are you, lovely day isn't it.*

3. Form and function the part of sentence

This bring us to general question of how to classified and to explain how sentences are constructed.²⁵

1. A rank scale consisting of four units: sentence (SC), clause (CL),

²³Novita Devi, Skipsi, *The Use Of Idioms found In harry Potter And The Half Blood Prince's Movie* by David Yates, Sinema Yogyakarta Foreign Language Academy Yogyakarta, 2010, P.10 , www.scribd.com/doc/5359864/skripsi#scribd, accessed on March 10th, 2015

²⁴ London Holmes, in Abdah Thesis, *Idiom Used In Real Steel Movie*, State Islamic Institute Of Palangka Raya, 2013, P. 35

²⁵ Geoffrey Leech, Margaret douchar, Robert Hoogenrad, *English Grammar for Today, A New Introduction, Second Edition*, Palgrave Macmillan, 2006, P.42

phrase (PH), and word (WO).

2. Form classes of word: noun, verb, adjective, and preposition.
3. Form classes of phrase: noun phrase (NP), verb phrase (VP), adjective phrase (AP). Adverb phrase (Adv phrase), and prepositional phrase (PP).
4. Function classes within the phrase: modifier and head, auxiliary verb and main verb.
5. Function classes within the clause: subject, object, predicator. two further elements, complement, and adverbial will be considered later.²⁶

4. The important of learning idiom for english student

Idioms are pervasive. They are use in formal and informal speech, conversation and writing and are part of standard speech in business, education and the media. L2 learners are expected to understand a variety of common idioms, which is advantageous for those planning to work in a world that increasingly uses English as the language of communication and commerce. Whether it is working in one's native country or in an English-speaking country, idioms are important as part of the shared knowledge among English speakers. While idioms are commonly used for official business, a distinction must be made about slang.

Since vocabulary and culture are intertwined, L2 speakers can gain more vocabulary through idioms and conversely, can learn more about

²⁶ *Ibid*, P.46

idioms from being exposed to the target culture. The more comprehensible input there is, the more learners' listening, speaking, writing and reading skills will improve.²⁷

C. Song

a. Definition of song

Song is a short musical composition with word.²⁸

b. Part of song

1) Intro

This is the introduction, always appearing at the start of the song. In popular music this typically lasts between 4-8 bars, this works best for radio airplay since most songs usually only last around 3-4 minutes, short and simple; that is the way they like it. Other genres of music, such as rock and dance, generally do not apply this rule. The main job of the intro is to grab the listener's attention. It should pull your listeners in and make them want to hear the rest of the song. It is usually an instrumental form of the verse or chorus.

2) Verse

The purpose of the verse is to tell the story of the song. Every song has a story or a message to convey and the verse is where you do it. Musically the melody of the verse is the same each time. Lyrically it differs, with each verse developing the story. Dynamically, verses are

²⁷ Jacqueline Ambrose, *Why Idioms Are Important For English Language Learners*, P. 181,

²⁸ Artikata.com, *definisi song*, (online). URL: http://icl.googleusercontent.com/?lite_url=http://m.artikata.com/arti-171277-song.html&ei=E4oSaFGc&Ic=id-ID&s=1, accessed on May 20th 2015

usually a little quieter than the chorus. Remember, the amount of verses you use depends on what song form you are using.

3) Pre-Chorus

The pre-chorus happens between the verse and the chorus. It is used to add an additional level of dynamics. Not all songs use pre-chorus, it tends to be used on an “only if needed” basis. Its main function is to build tension up to the chorus and then the chorus provides the relief. It can really help make your chorus stand out. A pre-chorus is usually kept fairly short, between 2-8 bars.

4) Chorus

This is without a doubt the MOST important part of song. It is where you convey the main message of the song. It should be the same each time, both musically and lyrically, and the title of the song should also be placed within it. A great chorus is catchy and memorable. After hearing your song only even once, the listener should walk around all day with it stuck in their head.

5) Bridge

The bridge comes after the second chorus of your song and its main purpose is to add contrast. This could be either a new chord progression that breaks up the repetitive verse/chorus structure, and instrumental solo, new lyrical message. Typically not lasting longer than 8 bars.

6) Autro

The end of a song can sometimes be referred to as an autro. This is when the song fades out gradually or has some kind of big finale. This could be the chorus repeated a number of times with the singer using ad lib.²⁹

c. Form of song

1) Classical

As the name suggests, classical songs are those in which traditional music plays a main role. These songs were first composed by artists like Johann Sebastian Bach, Wolfgang Amadeus Mozart, Ludwig van Beethoven, to name a few. However, these songs have had a substantial impact on the music we hear today. Every country has a culture, which is clearly apparent in its classical and folk songs.

2) Pop

Pop songs are those which have contemporary lyrics and an upbeat rhythm, basically meant for the youth culture. Some of the most popular artists of this genre are Michael Jackson, Madonna, Britney Spears, Backstreet Boys, Justin Timberlake, and Cher. The composition of pop songs concentrates more on music technology and recording than on live performances. Rhythm and effects are two important elements in pop songs.

²⁹ Part Of A Song, *Learn the definition and purpose of each song part*, (online). URL: <http://www.world-of-songwriting.com/parts-of-a-song.html> , accessed on May 10th , 2015

3) Rock

Rock songs are the most popular among teenagers and youngsters. They consist of clear pieces of lead guitar, bass guitar, drums, and keyboards as some of the main instruments. When the instruments are played in sync, they sound energetic along with the vocals. Most popular rock artists are Europe, Creed, Def Leppard, Van Halen, Bon Jovi, Red Hot Chili Peppers, Bryan Adams and many other good ones.

4) Metal

Metal songs are a bit more hard-sounding than rock songs. These songs have high pitches and screaming vocals, heavy guitar leads, and solid drum work. In a majority of metal songs, power chords and riffs are used. They may consist of random lyrics, as the primary focus is on the music. Some of the metal music legends are Whitesnake, Metallica, Dokken, Winger, Dio, Yngwie Malmsteen, Scorpions.

5) Country

Country songs are suitable for easy listening. They mainly consist of clean lyrics with music pieces using classical guitars and other traditional instruments. Occasionally, solos of instruments like the banjo, mandolin, fiddle, and harmonica can also be heard in these songs. You can listen to songs by Keith Urban, Taylor Swift, Chris Young, Garth Brooks, and Shania Twain for a better idea.

6) Hip-Hop

In hip-hop or rap songs, the singer recites lyrics in an off-beat manner but with the continuity of the rhythm. These songs primarily include solid rhythmic beats and synth, with a focus on the way the lyrics are sung. Hip-hop songs have become popular not only in the USA, but all over the world. The most popular stars in hip-hop music are Eminem, Nelly, Akon, Flo Rida, Jay-Z, 50 Cent, and Kanye West.

7) Ballads

Ballads are songs which include a narration of a story in a musical way. These are basically slow songs, but may contain heavy components as well. Generally, ballads have an emotional touch to them, owing to the lyrical content. This is why they are a great hit during live shows. Ballads can be composed by artists from any genre of music. Power ballads are those which combine heavy music with emotional lyrics.

8) Dance

Dance songs are those which are fast and have a thumping rhythmic pattern. Lyrics are not given much importance in these songs. Nowadays, dance songs accompany synth, drum machines, and electronic music. These are played in dance parties and discotheques. Most notable artists of this genre are Vengaboys, Madonna, Lady Gaga, and many other electronica artists. Nowadays, you will find most

traditional songs rerecorded to dance numbers by adding beats and effects.

9) Love

Love songs are slow songs whose lyrics concentrate on the feelings of love and relationships. These songs are largely played in marriages. There are sad love songs whose lyrics relate to breakups, too. These songs are mostly composed by pop and rock artists. Some of the artists who have composed the best love songs are Elton John, Bryan Adams, Richard Marx, Mariah Carey, and George Michael.

10) Gospel

Gospel songs contain lyrics taken from Bible verses or are just written out of Christian belief. Usually, the lyrics are made out of a personal experience with God. These songs are sung in churches all around the globe. Gospel songs may be from any music genre such as country, rock, rap, or metal. World-renowned artists to compose gospel songs are Don Moen, Petra, Sonicflood, Michael W. Smith, and Hillsong.³⁰

1. The benefit of learning idiom through song

Songs have been an amusing companion for *human* beings for as long as or even longer than we can speak. As an integral part of our language experience, it can be of great value to foreign language teaching. And the many-faceted merits songs possess may enrich and

³⁰ Buzzle, *form of song*, (online). URL: <http://www.buzzle.com/articles/types-of-songs.html>, accessed on May 10th, 2015

activate our foreign language class. Georgi Lozanov incorporates music into his teaching method—Suggestopedia, for music is instrumental in creating a relaxing and comfortable environment, which can propel language learning according Larsen-Freeman. Besides music, another indispensable element of songs is lyrics which serve as a direct genuine source of teaching materials in foreign language classes, so why should songs be over looked by the teachers? There have been abundant researches abroad on songs as an authentic teaching resource in language teaching.³¹

2. The different between learning idiom through song and textbook.

Using songs is a really great way to improve your pronunciation and grammar, and you are likely to learn and remember new vocabulary and idioms.³²

The textbook form of English is composed using proper English vocabulary, while strictly adhering to the rules of English grammar. The sentences in textbook English are necessarily grammatically correct and complete in all respects. The natural form of English, on the other hand, allows liberal use of slang, jargon, phrases and idioms, lending a colorful hue to the language. Natural English is spoken at an informal level, and it is the idioms in the language that give it a natural, conversational and

³¹ Chunxuan Shen, *Using English Song : An Enjoyable and Effective Approach to ELT*, Thesis, School of Foreign Language, Zhejiang Gongshang University, 2009, P. 88

³² Bloomsbury International, *Learning English with Songs How to improve your English pronunciation, vocabulary and grammar with songs*. P. 2, (online) URL:(<http://www.bloomsbury-international.com/images/ezone/ebook/learn-english-with-songs.pdf> accessed on February 27th, 2016

creative feel. So, if we want to speak English fluently, just like a native speaker, it is important that we learn English idioms.³³

There are some kind of idioms used English. Tan Cheng Lim mentioned 1. A phrasal verb, as in “call on, put off, do away with”. 2. prepositional phrase as in “in a nutshell, from time to time, with a view to”. 3. idioms with verb as keyword, as in “come in handy, fight shy of, leave much to be desired”. 4. Idiom with nouns as keyword, as in “a blessing disguise, child’s play, food for thought”. 5. Idiom with adjectives as keyword, as in “cold comfort, wishful thinking, plan sailing”. 6. Idiomatic pairs, as in “safe and sound, aches and pains, sink or swim.”³⁴

Idiomatic expressions are often used by the people when they are communicating. Idiom is an expression which can be a term or a group of words whose meaning cannot be deduced from the literal definitions. The Meaning of idiomatic expression can be defined by contextual meaning, whereas contextual meaning is the meaning of a word according to the situations in which they are used. In clarifying the meaning of idiom, it is not only finding the word from the dictionary, but also understanding with the speaker’s condition when uttering the message. So, contextual theory is used in analyzing the idiomatic meaning.³⁵ This study analyzed the

³³ De Caro, Roberto, Edith, Eliana, *The Advantages and Importance of Learning and Using Idioms in English*, Julio diciembre, 2009, P. 9.

³⁴ Tan Cheng Lim, *Advanced English Idiom For Effective Communication*. Preface

³⁵ Choerunnisa, Putri Destyanti, *An Analysis Of Contextual Meaning On The Idiomatic Expression In The Parent Trap Film Script*, S1 thesis, Universitas Pendidikan Indonesia, (2013), (online) URL: (<http://repository.upi.edu/3107>), accessed on Februari 10th 2016

contextual meaning on the idiomatic expressions found in The Christina Perri song lyric as an object of the study.

D. The biography of Christina Perri

Christina Perri was born on August 19, 1986 in Bensalem, Pennsylvania, USA as Christina Judith Perri. Grew up in Bensalem, Pennsylvania (a suburb of Philadelphia). Younger sister of Nick Perri. She attended Nazareth Academy High school. She graduated from Archbishop Ryan High School in the class of 2004. She taught herself how to play guitar. She moved to Los Angeles on her 21st birthday. She was a waitress at the Melrose Cafe, LA. Very close friends with Keltie Knight.³⁶

E. Frame of Thinking

English has many phrases that can be very confusing to people understand when they learn about the language, especially when we try to understand phrases literally, but the actual meaning is very different. These phrases are known as idiomatic phrase, or idiom. In the lyric of Christina Perri's song, the writer found. There are many idioms as phrases.

The writer applies four steps in analyzing the data collection in order to produce the findings and answer the question. The steps are:

1. Reading the English lyric of Christina Perri's songs entitled *human*.
2. Determining the idiom found in the *human* song
3. Giving the meaning of the idiom found in the lyric of *human* song from some idiom dictionaries.

³⁶ Christina Perri-Biography-IMDb, (online). URL: <http://www.imdb.com/name/nm3998660/bio>, accessed on April 24th, 2015

4. Determining the function of idiom.
5. Drawing conclusions according to the result.

Based on the consideration above, it could be make a frame of thinking, as follow:

Figure.2.1 Framework of thinking

